

Charlestowne Academy

5841 Rivers Avenue
North Charleston, SC 29406

Grades	K-12 Elementary School	
Enrollment	387 Students	
Principal	Edward Tichi	843-746-1349
Superintendent	Dr. Maria L. Goodloe-Johnson	843-937-6319
Board Chair	Ms. Nancy Cook	843-760-2635

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	27	62	11	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 12 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Average	N/A
2003	Average	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Average	Unsatisfactory	No

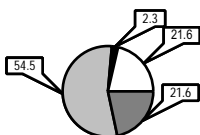
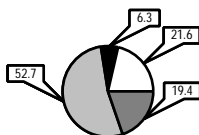
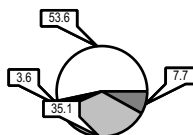
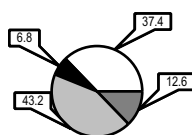
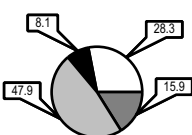
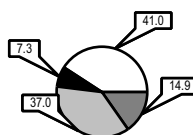
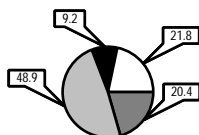
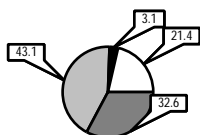
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	225	100.0	21.6	54.5	21.6	2.3	36.0	Yes	Yes
Gender									
Male	87	100.0	25.6	54.7	19.8	0.0	27.9		
Female	138	100.0	19.1	54.4	22.8	3.7	41.2		
Racial/Ethnic Group									
White	37	100.0	10.8	54.1	29.7	5.4	48.6	I/S	I/S
African American	177	100.0	24.1	55.7	18.4	1.7	32.2	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	100.0	16.6	56.8	24.1	2.5	39.2		
Disabled	23	100.0	65.2	34.8	0.0	0.0	8.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	225	100.0	21.6	54.5	21.6	2.3	36.0		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	21.8	54.1	21.8	2.3	36.4		
Socio-Economic Status									
Subsidized meals	154	100.0	24.5	56.3	17.9	1.3	29.1	No	Yes
Full-pay meals	71	100.0	15.5	50.7	29.6	4.2	50.7		

Mathematics – State Performance Objective = 36.7%									
All Students	225	100.0	21.6	52.7	19.4	6.3	42.8	Yes	Yes
Gender									
Male	87	100.0	17.4	57.0	20.9	4.7	46.5		
Female	138	100.0	24.3	50.0	18.4	7.4	40.4		
Racial/Ethnic Group									
White	37	100.0	21.6	40.5	21.6	16.2	51.4	I/S	I/S
African American	177	100.0	21.3	56.3	17.8	4.6	39.7	Yes	Yes
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	202	100.0	17.6	54.3	21.1	7.0	46.2		
Disabled	23	100.0	56.5	39.1	4.3	0.0	13.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	225	100.0	21.6	52.7	19.4	6.3	42.8		
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	21.4	52.7	19.5	6.4	42.7		
Socio-Economic Status									
Subsidized meals	154	100.0	23.2	53.6	19.2	4.0	37.7	Yes	Yes
Full-pay meals	71	100.0	18.3	50.7	19.7	11.3	53.5		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	225	100.0	53.6	35.1	7.7	3.6	11.3
Gender							
Male	87	100.0	46.5	39.5	9.3	4.7	14.0
Female	138	100.0	58.1	32.4	6.6	2.9	9.6
Racial/Ethnic Group							
White	37	100.0	24.3	37.8	24.3	13.5	37.8
African American	177	100.0	60.9	33.9	3.4	1.7	5.2
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	50.8	37.2	8.0	4.0	12.1
Disabled	23	100.0	78.3	17.4	4.3	0.0	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	100.0	53.6	35.1	7.7	3.6	11.3
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	53.2	35.5	7.7	3.6	11.4
Socio-Economic Status							
Subsidized meals	154	100.0	61.6	31.8	4.0	2.6	6.6
Full-pay meals	71	100.0	36.6	42.3	15.5	5.6	21.1

Social Studies							
All Students	225	100.0	37.4	43.2	12.6	6.8	19.4
Gender							
Male	87	100.0	31.4	43.0	16.3	9.3	25.6
Female	138	100.0	41.2	43.4	10.3	5.1	15.4
Racial/Ethnic Group							
White	37	100.0	27.0	35.1	13.5	24.3	37.8
African American	177	100.0	40.2	43.7	12.6	3.4	16.1
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	7	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	202	100.0	34.2	44.7	14.1	7.0	21.1
Disabled	23	100.0	65.2	30.4	0.0	4.3	4.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	225	100.0	37.4	43.2	12.6	6.8	19.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	223	100.0	36.8	43.6	12.7	6.8	19.5
Socio-Economic Status							
Subsidized meals	154	100.0	43.0	40.4	12.6	4.0	16.6
Full-pay meals	71	100.0	25.4	49.3	12.7	12.7	25.4

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	22	100.0	4.5	22.7	63.6	9.1	72.7
	4	29	100.0	13.8	58.6	27.6	N/A	27.6
	5	25	100.0	24.0	60.0	16.0	N/A	16.0
	6	42	100.0	38.1	42.9	19.0	N/A	19.0
	7	39	100.0	28.2	48.7	23.1	N/A	23.1
	8	44	100.0	2.3	54.5	43.2	N/A	43.2
2005	3	28	100.0	10.7	42.9	42.9	3.6	46.4
	4	28	100.0	7.1	60.7	32.1	0.0	32.1
	5	32	100.0	21.9	59.4	15.6	3.1	18.8
	6	28	100.0	39.3	46.4	14.3	0.0	14.3
	7	62	100.0	21.7	66.7	11.7	0.0	11.7
	8	47	100.0	26.1	43.5	23.9	6.5	30.4
Mathematics								
2004	3	22	100.0	13.6	50.0	36.4	N/A	36.4
	4	29	100.0	13.8	62.1	17.2	6.9	24.1
	5	25	100.0	20.0	56.0	16.0	8.0	24.0
	6	42	100.0	19.0	31.0	40.5	9.5	50.0
	7	39	100.0	28.2	48.7	10.3	12.8	23.1
	8	44	100.0	25.0	59.1	9.1	6.8	15.9
2005	3	28	100.0	28.6	60.7	10.7	0.0	10.7
	4	28	100.0	14.3	75.0	10.7	0.0	10.7
	5	32	100.0	21.9	53.1	12.5	12.5	25.0
	6	28	100.0	14.3	42.9	42.9	0.0	42.9
	7	62	100.0	25.0	38.3	26.7	10.0	36.7
	8	47	100.0	21.7	58.7	10.9	8.7	19.6
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	64.3	25.0	10.7	0.0	10.7
	4	28	100.0	50.0	39.3	10.7	0.0	10.7
	5	32	100.0	46.9	46.9	3.1	3.1	6.3
	6	28	100.0	67.9	25.0	3.6	3.6	7.1
	7	62	100.0	46.7	36.7	10.0	6.7	16.7
	8	47	100.0	54.3	34.8	6.5	4.3	10.9
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	28	100.0	25.0	50.0	25.0	0.0	25.0
	4	28	100.0	25.0	64.3	10.7	0.0	10.7
	5	32	100.0	62.5	28.1	3.1	6.3	9.4
	6	28	100.0	32.1	35.7	17.9	14.3	32.1
	7	62	100.0	43.3	40.0	8.3	8.3	16.7
	8	47	100.0	30.4	45.7	15.2	8.7	23.9

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 387)				
First graders who attended full-day kindergarten	100.0%	Up from 92.3%	100.0%	100.0%
Retention rate	1.8%	Up from 1.7%	3.8%	3.0%
Attendance rate	96.6%	Down from 99.6%	96.1%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.0%	Up from 0.0%	3.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%	Up from 0.0%	3.3%	3.2%
Eligible for gifted and talented	13.4%	Down from 20.1%	10.7%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.5%	Up from 5.6%	8.9%	8.2%
Older than usual for grade	2.1%	Up from 1.9%	1.1%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.5%	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	50.0%	No change	50.0%	52.6%
Continuing contract teachers	75.0%	Up from 73.1%	84.0%	83.3%
Highly qualified teachers	84.6%	Down from 85.0%	94.6%	93.5%
Teachers with emergency or provisional certificates	11.5%	Up from 9.5%	0.0%	0.0%
Teachers returning from previous year	74.9%	Up from 72.4%	87.2%	87.0%
Teacher attendance rate	94.3%	Down from 97.0%	94.7%	95.0%
Average teacher salary	\$40,951	Up 6.8%	\$41,495	\$41,703
Prof. development days/teacher	8.7 days	Down from 10.6 days	13.1 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	22.1 to 1	Up from 21.5 to 1	18.4 to 1	18.8 to 1
Prime instructional time	89.8%	Down from 94.7%	89.1%	89.8%
Dollars spent per pupil*	\$5,239	Up 9.7%	\$6,047	\$6,242
Percent of expenditures for teacher salaries*	63.9%	Down from 64.3%	65.0%	65.8%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	94.8%	Up from 94.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	Down from Good	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	78.6%		89.4%	
Highly qualified teachers in high poverty schools	81.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Charlestowne Academy is the only public, magnet school in Charleston County that serves students from kindergarten through twelfth grade. Our school, which was founded by parents in 1997, is the only school in South Carolina that is based on a proactive parent-teacher-student partnership. When parents enroll their child in our school, they agree to be involved in their child's education at home and at school. For example, parents willingly spend many hours closely monitoring homework and volunteering their time assisting school personnel with many educational activities. Through a wide variety of donated expertise our parents have invested their heads, hands, and hearts in creating a school environment that welcomes students and motivates them to learn.

Our 2004-05 enrollment was 390 students. Our enrollment is based on a random lottery selection system resulting in a student body with varied backgrounds and abilities. Due to the strength of our rigorous curriculum and our back-to-basics approach to behavior management, we have taken our broad mix of students during our eight years of existence to the point where our standardized test results place our school among the best performing schools in Charleston County.

In December, 2003 our school received its first ever accreditation from The Southern Association of Colleges and Schools. We were honored this year for the third time in four years by the State Department of Education as a Palmetto Gold Award winning school. Our elementary, middle, and high school report cards have been good, average, and excellent, respectively, for the fourth year in a row. Our school has met AYP for the third year in a row. During the 2002-03 school year Charlestowne Academy High School was among only nine high schools out of 181 high schools in South Carolina to meet AYP standards. Our unique phonics-based reading program, Spalding, has provided us with the ability to consistently teach all of our kindergarten students how to read and write.

The Charleston County School District's Hearing Impaired Program relocated to our campus this year. Hearing-impaired students will benefit from their ability to remain together at one school site throughout their thirteen years of public school education.

Our business partners to date have included Publix, Harris Teeter, Food Lion, Bi-Lo, Ravenswood Plantation, Stockade Storage, Hess #40609, Bojangles, Coke Consolidated, Lowes, Piggly Wiggly, Buck Lumber, and Carolina Family Care. With their help and the ongoing support of every family in the school we will continue to demonstrate the phenomenal success of our back-to-basics curriculum and our parent-teacher-student partnership.

Edward Tichi, Principal
William Cramer, Governing Council President

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	22	86	42
Percent satisfied with learning environment	76.2%	70.2%	82.5%
Percent satisfied with social and physical environment	63.6%	63.5%	69.2%
Percent satisfied with school-home relations	77.3%	84.5%	48.7%

*Only students at the highest elementary school grade level at this school and their parents were included.